DOCUMENT RESUME

ED 406 340 SP 037 231

AUTHOR Baldwin, Mark D.; Keating, Joseph F.
TITLE Preparing Secondary Preservice Teachers for Second to None Schools. Part 1--Program Development and Part 2--Implementation.
PUB DATE 96
NOTE 9p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Objectives; Field Experience Programs; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Program Development; Secondary Education; *Teacher Education Programs
IDENTIFIERS *California State University San Marcos; Preservice Teachers

ABSTRACT

California State University San Marcos (CSUSM) College of Education implemented a Single Subject Credential Program (Secondary Program) in the Fall of 1995. The first part of this paper reviews the program's two-year developmental process, which includes the program's history, vision, and planning. The following areas were determined to be central to the secondary credential: (1) philosophy, goals, and objectives; (2) preservice qualifications and admissions; (3) curriculum and instruction; (4) field experience; and (5) evaluation of the preservice candidate. The second half of the paper describes the implementation of these components during the program's pilot year. Themes identified for implementation purposes are discussed. These are: refining personal philosophies of teaching, understanding teaching as a profession, utilizing the professional knowledge available, developing and sustaining collaborative relationships, becoming reflective practitioners, and maintaining a student focus in all work. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 406 340

Preparing Secondary Preservice Teachers For Second To None Schools-- Part I Program Development and Part II Implementation

Mark D. Baldwin, co-author
Joseph F. Keating, co-author

Assistant Professors College of Education
Secondary Faculty
California State University San Marcos

Authors Information:

Office Address: College of Education

California State University San Marcos

San Marcos, CA 92096-0001

Phone: 619-7504321 (Keating)
619-7504306 (Baldwin)

Fax: 619-7504323

Email: jkeating@csusm.edu
mbaldwin@csusm.edu

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Keating

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

SP037231

PREPARING SECONDARY PRESERVICE TEACHERS FOR SECOND TO NONE SCHOOLS

PART I - PROGRAM DEVELOPMENT

INTRODUCTION

California State University San Marcos (CSUSM) College of Education implemented a Single Subject Credential Program (Secondary Program) in the Fall of 1995. The development of the program began nearly two years earlier when Assistant Professors Francisco Rios and Joseph Keating co-chaired the process. In Part I of this two part article we will review the two year developmental process which includes the single subject program's history, vision, and planning. The implementation and pilot year of operation will be discussed in Part II.

PROGRAM HISTORY

The California State University San Marcos, College of Education, established a Secondary Program in the Fall of 1995. In support of its mission, a goal was set to establish a teacher education program to meet the needs of California schools, particularly those in North San Diego County, the area served directly by CSUSM.

Like the other credential programs at CSUSM, the basic philosophy of the secondary program follows an established mission statement which includes the commitment to train enthusiastic teachers with the goal of educating students to learn to use their minds well.

The need for this type of program was well established as evidenced by a number of facts including: Over three hundred secondary teachers on emergency credentials in the county; numerous requests from county schools for CLAD/BCLAD credentialed secondary teachers; and

continuous inquiries received by the College of Education requesting information about the availability of a secondary program.

With a clear need and basic philosophy of the program well defined, development of the specifics of the program began in fall of 1993. Initial research was done to identify both exemplary secondary schools and institutes offering secondary programs. Research reports like Second to None, a report of the California High School Task Force that provides a visionary blueprint for the new California High School, were used as guidelines to assist in identifying crucial elements that would prepare individuals for teaching in the 21st century. Site visits to secondary schools identified as actively involved in reform efforts, were used to observe programs firsthand as well as to identify key individuals that might serve on the program planning committee. This planning committee was chosen to draw from the experiences of a variety of perspectives and consisted of faculty from the Colleges of Education and Arts and Sciences, secondary teachers and administrators, community members and students.

PROGRAM COMPONENTS

The program document resulting from these meetings included a number of components reflecting a distinctive and powerful program. Building on these *components*, the team determined the following areas to be central to the secondary credential:

- **Philosophy, goals and objectives** highlighted by the need to train and produce educators as empowered professionals who can *reflect and collaborate*; show *dedication to producing student centered curricula* that includes a *sensitivity for equity and diversity*; and demonstrate *capacity to establish partnerships* involving university, school and community.
- **Preservice qualification and admissions** highlighted by seeking individuals who exhibit strong content backgrounds in two distinct disciplines enhancing the interdisciplinary nature of the program; and a pre-admission interview utilizing a role playing situation in which

candidates demonstrate an ability to work cooperatively to creatively problem solve thus demonstrating abilities to communicate and work collaboratively.

- **Curriculum and instruction** highlighted by course work presented in a cohort model attempting to break the barriers of theory and practice by integrating course concepts into actual classroom participation experiences including, for example, reflective writing, action research projects, and designing interdisciplinary curricula.
- **Field experience** highlighted by inclusion of a formal field placement each semester at two different sites that includes diverse grade and ability levels, as well as opportunity to work in an ESL/multilingual/sheltered classroom. Preservice teachers are placed in their minor field first semester and in both major and minor fields second semester.
- **Evaluation of the preservice candidate** highlighted by an exit interview in which the candidate presents a professional portfolio demonstrating competencies from various components of the program as well as individual strengths.

SUMMARY

In part one of this article we have discussed the developmental process for a secondary credential program modeled after Second to None type reform efforts. The components developed by the Secondary Planning Committee, and reviewed above, provided guidelines to the Secondary Faculty in their development of course curricula and field experiences. In part II, we will elaborate on the central components and their implementation during the program's pilot year.

PREPARING SECONDARY PRESERVICE TEACHERS FOR SECOND TO NONE SCHOOLS

PART II - IMPLEMENTATION

The College of Education, California State University San Marcos, (CSUSM) implemented its secondary credential program in the fall of 1995. The design of course curricula and field experience was intended to support the basic goals and philosophy developed by the Secondary Planning Team (see Part I) and prepare students for Second to None schools. Six central themes were identified for this purpose and woven throughout the program:

- Refining personal philosophies of teaching
- Understanding teaching as a profession
- Utilizing the professional knowledge available
- Developing and sustaining collaborative relationships
- Becoming reflective practitioners
- Maintaining a student focus in all work

Experiences for preservice teachers have been designed to provide both a solid theoretical foundation and personal experience with the pedagogy explored. Each preservice teacher develops a *personal philosophy* of teaching and is asked throughout the program to revisit that evolving philosophy. During field work, they are guided by their cooperating teachers to examine the principals, ethics and responsibilities of the *profession in practice*.

Classes in the Secondary Program offer an initial exposure to instructional and assessment strategies along a teacher-centered, student-centered continuum. Courses also provide students experience with each methodology through modeling by the instructor, followed by an opportunity

in the field to observe the methodology in action. One example of this approach is the use of cooperative groups as an instructional strategy. Students read about this methodology, personally experience the technique in their courses, and then are provided the opportunity during the field experience to observe its use on their assigned site, as well as implement the strategies during their own student teaching experience. The goal of the program is to move ideas into experience.

The skill of effective *collaborative practice* is one of the goals for students receiving a secondary credential, since it is an important hallmark of the modern high school. The student teachers are therefore given a variety of opportunities to see collaboration and its results modeled by teams of instructors within the secondary faculty as well as by high school faculty within their assigned schools. Additionally, preservice teachers must be able to collaborate with peers by the knowledge and skills demonstrated in their interdisciplinary teams. Discipline specific methodologies (science, math, social science, language arts, foreign language) are taught across the cohort by subject matter specialist on the secondary team. All students in the cohort are grounded in problem solving techniques for each discipline. For example, they are given the task to study the culture of their site school through a series of interviews and observations. Each site group must give a summary report on their findings to the entire cohort. Additionally, as a concluding assessment in the methods course, interdisciplinary student teams are required to develop and present an integrated unit of instruction.

The university secondary faculty meet and collaborate regularly on a variety of issues related to common assignments, team teaching, team sharing and field experiences. They collaborate continuously to support the identified themes in their courses, as well as to develop common assignments focused on specific goals. For example, in an effort to encourage and develop skills for reflective practice, preservice teachers are required to maintain a single journal for all classes. Each course emphasizes a different journal strategy to allow students a range of experiences with the technique. In addition to guiding practice for professional development, the

journals have served as a tremendous resource for professors teaching the courses. The feedback though journals has become part of the accountability and assessment of the Secondary Program.

Student focus is a primary emphasis of the program. It is the belief of the CSUSM Secondary Team that teachers must become a part of the comprehensive support system to be able to help their learning community succeed with all students. Each course in the program emphasizes the diverse student demographics common to service area schools. To address the specific population needs, components of the Cross Cultural and Language Acquisition Development (CLAD) credential are embedded in each course. Qualified students are eligible to take courses within the program required for the B/CLAD credential. Additionally, to assist preservice teachers in understanding the complex support system necessary in 21st century schools, each student must participate in a service learning project in an area social agency.

Field work is also woven into the course work at the university. First semester preservice teachers, while enrolled in university course work, begin with a ten week observation/participation experience, concluding with five weeks of teaching in a secondary setting. Second semester classes are compacted into the first five weeks of the semester while teaching in the schools is the sole assignment for the remainder of the semester. One unique aspect of the field experience is the involvement of an on-site supervisor at each school. This teaching professional, who is already a part of each school's learning community, is compensated by the university to supervise preservice teachers at their site. Their purpose is to work closely with cooperating teachers, university supervisors, and preservice teachers to help facilitate the most meaningful experience possible. Each on-site supervisor hosts weekly seminars on a range of professional issues for their sites preservice teachers. The on-site supervisor provides a vital service in the area school-university collaborative.

During the last week of each semester, preservice teachers return from site placements to review and *reflect upon* their experiences, identifying areas for future growth. Each of the program's central themes is revisited and students are asked to reflect on the importance of those themes to continued professional development.

The College of Education at CSUSM has taken great strides in implementing a unique secondary program which was designed to prepare teachers for their role in California's 21st century high schools. As in any new program many questions and concerns remain as the faculty strive through their own reflective practice to improve upon and modify this newly created program.